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ABSTRACT

In this instructional manual for secondary school students, contemporary concerns of women are addressed. Suggested lesson plans and activities are presented under five headings. In "The Way It Is, The Way It Was," changes in women's images in the media in the U.S. and women's roles in other countries are among the topics for discussion. In a section entitled "Women and Words," the phenomenon of gender in some foreign languages and the gender attributes of certain English words are examined. Information on changing female employment patterns is presented in "Women and Jobs." In "Women and Men," women's roles as wives and mothers, women's financial power, the links between social inequality and hostility between the sexes, and some of the facts surrounding the Equal Rights Amendment are discussed. The theme "Women and Crime" is also briefly addressed. Organizations and other resources dealing with women's rights are listed. Also included is a guide for teachers, specifying objectives, ideas, concepts, and information useful for presenting the unit; suggesting subject and course areas where the materials may be used; outlining what students can be expected to accomplish through this course; and listing sample activities. (GC)

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YOU'VE COME A LONG WAY BABY!

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Open Doors

WHERE TOMORROW?

OPEN DOORS

school — industry partnerships for exploring the world of work

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EXPLORING THE WORLD OF WORK

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NATIONAL ALLIANCE OF BUSINESSMEN

This booklet is dedicated with respect, admiration and affection to Daisy K. Shaw, Director Bureau of Educational and Vocational Guidance, who has done so much to help all young people find themselves and find their way of life. Her dedication to the cause of women is an integral part of her life-long effort to assure equality of opportunity and successful advancement for all.

Experimental Materials

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The need to end sex discrimination has gained fairly general acceptance. Yet many of us, even in the field of education, still cling to stereotypic modes of thinking. Boys are perceived as leaders; girls as followers. Boys build blocks; girls play in the doll corner. Boys display physical prowess; girls possess artistic sensibility. Ideas such as these are constantly reinforced by the media, as well as by our own educational materials.

How can one eliminate sexist bias from the curriculum? One method is to create new and fresh materials which will help to clarify contemporary values for both students and teachers.

The selections which follow represent the work of Dolores Chavious, of I.S. 162X, Carolyn Baker, of I.S. 183X, and Rose Lee Mordoh, of I.S. 155X, all of Community School District 7. The units which they have developed under the direction of Frances Low, are imaginative and thought provoking. They can be used in many ways by counselors and teachers - as a springboard for discussion in group guidance and in subject areas, and also in a wide variety of school programs.

The authors of this fine booklet are to be congratulated upon their achievement.

Very sincerely yours,

Daisy K. Shaw

Daisy K. Shaw
Director

DKS:gw

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This unit, prepared by New York City teachers for use with students in secondary schools, is part of the series Exploring the World of Work. Although the materials were placed in sequential order as indicated in the Contents above, teachers and students should feel free to use the pages and sections they wish in a myriad of classes and discussions. We would be most pleased to receive feedback from you on how you used this unit, and what ideas you added on your own.

GO TAKE A WALK!

to a:

1. Bank
2. Woolworths
3. Butcher
4. Department store
5. Furniture store
6. Luncheonette
7. Cigar & Candy store
8. Stationery store
9. Clothing store
10. Houseware & Gift store
11. Shoe store
12. Supermarket

How's the weather? Well, put on some comfortable shoes and take a walk on Third Avenue. Go into all or some of the stores we've listed.
Are there more men working there or more women? Look carefully and have some fun. Ask a classmate or friend to go with you.

GO TAKE A LOOK!

Go into some stores or newspaper stands that sell magazines. Can you figure out which magazines are especially for men? Did you see any especially for women? List them below:

Magazines For Men	Magazines For Women

QUESTIONS FOR DISCUSSION:

1. Are there more magazines for men or women?
2. Why might there be more magazines for men?
3. Why might there be more magazines for women?

WHAT DID YOU SAY?

Here are some famous sayings about men and women. Do they still have meaning in today's world?

Think of some other sayings about men and women and discuss them.

"Woman's work is never done"

"It's the woman who always pays"

"Just like a woman!"

"Even a horse gets a day off on Sunday!"

"It's a man's world"

"Woman's place is in the home"

"Telephone, telegraph, tell a woman"

"A woman without a man is like a pot without a cover"

"Women and children first"

"Ladies first!"

WOMEN'S IMAGE in T.V. and ADVERTISING- WHAT'S THE STORY GERALDINE !

The New York Chapter of NOW, the National Organization for Women, has filed a petition with the Federal Communications Commission asking that it take WABC-TV off the air. This action is based on three grounds: discrimination against women in employment, failure to meet womens' needs and interests in programming, and violation of the Fairness Doctrine which requires that both sides of an issue be presented.

After NOW had watched the programs of WABC-TV for a year and a half, it decided that women were portrayed equally on all programs -- that is, in an equally bad light. In news programs, women in Women's Lib were made to seem ridiculous. In sports coverage of the Olympics, the commentator began his story with "Thank heaven for little girls". The "little girls" had won 7 out of 8 U.S. medals, but their names didn't seem important enough to mention in the 40 second coverage of the story. Shortly after, women involved in a scandal were given far more coverage. In public affairs programs, women's needs and issues-- divorce and alimony, the Equal

Rights Amendment, child-care centers, the earning gap were, for the most part, ignored.

The low image of women is most evident in the commercials. NOW did a study of 1,241 commercials. Almost all of them showed women in the home. In 42.6% they were doing household tasks, in 37.5% they were doing some domestic tasks for men and in 16.7% they were sex objects. Only 0.3% showed women as people leading independent lives of their own.

Women play two stock roles in commercials -- the housewife/mother or the sex object. In both, they are seen only in their relation to men. Her life alternates between the kitchen and the bedroom, chasing the germs, guarding the wax on "her" floor, scrubbing dirt off collars, making delicious little miracles on the stove and coloring her hair to make it look more natural. Downey Fabric Softener offers its definition of a wife. "Honey, here's your laundry" the new bride says brightly. "Did I wash it right?" Her husband approves and she says, "I'm a wife!"

The woman in the Anacin commercial doesn't even have a headache to call her own. She takes Anacin to stay on her feet longer to serve her family. The man in the Geritol ad is happy. The product has given his wife the energy to take care of the baby, go to a school meeting, shop and cook dinner. "My wife, I think I'll keep her," he says. Who wouldn't?

With all the work she has to do and with the small amount of intelligence given her, the woman who will "always be a Maxwell housewife" certainly doesn't need an education. All of the ads for educational opportunities and careers invite only men to participate, except for one--the U.S. Auto Club Driving School. "There is a special division for women students," the male voice says. Women must be some strange group whose coordination can't be trusted.

The sad thing is that products can be sold without insulting women. Last year Clairol received an "old-hat" award from NOW for its sexist advertising. Its new ad shows what new thoughts can do. One woman is shown as a jockey, another is congratulated by her husband and child on receiving her college diploma, a third is working well in a professional job. If Clairol can do it, so can everyone else!

WORDS YOU NEED AS YOU READ

petition
discrimination
violation
domestic
alternatives
portrayed
scandal
alimony
coordination
sexist

BRAIN BUSTERS

1. How do you feel about the image of women on TV?
2. What is your reaction to the women portrayed in TV commercials?
3. Why do you think NOW objects to the housewife-mother/sex object image of women on TV?

THINGS TO DO

1. Write to NOW for any literature that could be useful in a classroom. (see page 47 - Resources)
2. Watch television commercials and write down those that you feel are objectionable. See how many other students felt the same commercials were objectionable.
3. Take some objectionable commercials and rewrite them so that they would be acceptable.
4. Watch news programs carefully to see if women are being given fair coverage.
5. Watch some public affairs programs to see if women's issues are being discussed.

DID YOU KNOW THAT...

The following statements have appeared at different times in the press. Pick one for a research project and find out about the laws and customs for women in the time and place given:

In the 1940's, a New York policeman gave a summons to a woman who wore shorts on the street.

Men in Indonesia and some other countries in Asia and Africa have several wives, if they can afford them.

In Afghanistan and Saudi Arabia, women still must wear veils.

In the 1920's women in the U.S. had to wear bathing suits which covered the entire body.

In the early 19th century, women on the frontier smoked pipes, but in the cities, they weren't allowed to smoke cigarettes.

In Greece a husband still has control over his wife's earnings.

In 1973, a judge wouldn't allow a woman lawyer to wear a pantsuit in his court.

MAKE NEWS

adapted from articles in the N.Y. News, 4/73; N.Y. Post 7/30/73; and the N.Y. Post 7/4/73.

ITEM 1 "Man may work from sun to sun, but woman's work is never done" goes the old saying. A housewife who works 8 hours a day is worth over $8,000 a year if she were hired to do just that. Also, even if a woman has a job all day, she still does most of the cooking and cleaning. See Scientific American 10/74.

ITEM 2 Being discriminated against? Want free counseling on how to file a complaint with the Human Rights Commission? Let your fingers do the walking in the New York Woman's Directory. It also tells you how to locate a child care center, doctor, lawyer and women electricians.

ITEM 3 "The more things change, the more they remain the same." A recent survey shows that the women's rights movement has had little effect on the way women are portrayed in magazines and children's books. Also there was no increase in the number of women authors.

Once upon a time if you opened a newspaper to the sports section, it would have been difficult to find any stories about women athletes. Women usually were given credit in print or on T.V. if they had won a medal in the Olympics or a trophy at Wimbledon. The rest of the sports coverage was about men.

Now all that's changed as women have made their mark in the sports arena. Even little girls have received recognition with the courts ruling that they are eligible to play Little League Baseball.

It is not uncommon to find sports features about athletes like Billie Jean King, Chris Evert, Mary Bacon, Sandra Honey, Margaret Court, Shane Gould, Cheryl Toussaint and Wyomia Tyus. Other stories are written about women owners of ballclubs, Ellie Brown, owner of the Kentucky Colonels and Mrs. Joan Payson, owner of the New York Mets and Dusty Rhodes, Assistant Manager of the New York Stars.

All of this is largely due to the equality movement of the 60's and women's lib. It has caused many changes across the country. Schools and colleges will be giving more athletic scholarships to women and organizing intramural games for them. Women will also participate as members of male teams and be allowed to take the same courses as men.

Pretty soon you will find women at the bowls. They won't be dishing out anything...they will be playing in them.

WORDS YOU NEED AS YOU READ

recognition
intramural
equality
arena
eligible
feature
tournament

WHO PLAYS WHAT -- GIVE THE SPORT FOR EACH ATHLETE LISTED

Billie Jean King _____ Cheryl Toussaint _____

Sandra Honey _____ Mary Bacon _____

Althea Gibson _____ Olga Korbet _____

QUESTIONS FOR DISCUSSION

1. Why have women become more important in sports?
2. Why do you think the Little Leagues didn't want girls?
3. How will the Equal Rights Amendment affect athletics for girls?

THINGS YOU CAN DO

1. A report on any female athlete
2. Watch a female athletic tournament on T.V.

BELLA and ELLA -

"MOVE OVER FELLAS!"

Women have been on the trail throughout American History. They and their families travelled West on the Santa Fe and other trails to find new homes. Now women are hitting the trail again even more vigorously, but this time it is the campaign trail. More women are holding and running for more top government jobs than ever in our history.

There are women Congressmen, Commissioners, Mayors, legislators, ambassadors and even advisors to the President. Shirley Chisolm ran in the presidential primary in 1972 and Ella Grasso is the new governo in Connecticut. Bella Abzug and Elizabeth Holtzman are Congresswomen from New York.

One reason for so many women in politics is an effort to get back rights they feel they've lost over the years. Women's lib and other organizations are responsible too for encouraging more women to run for various elected offices.

It has been a struggle for women politicians. They have encountered discrimination from some men who run political organizations. Some women are only allowed to run in districts where no one else wants to. Also elective office demands a great deal of time for public life which takes time away from family.

Women politicians are naturally concerned with problems which directly affect women. These problems include divorce, abortion, day care, and sex discrimination practices. They are working to prepare legislation which will solve some of these problems.

One woman state legislator said recently, "I learned a great deal, and I think that we've turned on a lot of women to politics. I think that we've improved the quality of debate and that just by being here, we've made an impact for women's lib."

WORDS YOU NEED AS YOU READ

vigorously
legislators
ambassadors
advisors
encountered

QUESTIONS FOR DISCUSSION

1. Why are women running for elective offices?
2. What are some problems encountered by women elected officials?
3. What problems are women legislators concerned with?
4. Why is it so difficult to get women to enter politics?

IDENTIFY AND REPORT ON

Elinor Guggenheim	Bess Myerson
Yvonne Brathwaite	Anne Armstrong
Shirley Chisolm	Mary Ann Krupsak
Ella Grasso	Barbara Harris
Claire Boothe Luce	

(Bring in your own names.)

BOOKS TELL IT ALL!

Let's use our imaginations and change some famous stories. Talk about the plot and then write your own ending for today. Here goes!

If Maria and Tony met at a dance today, what might have happened?

_____

_____

_____

Would Romeo and Juliet get married today without all that uproar? You change the story! _____

_____

_____

What book are you reading now? _____

Tell how the story might be different today with women's lib. _____

_____

Write the name of a book you read last year _____

How might the story be different today? _____

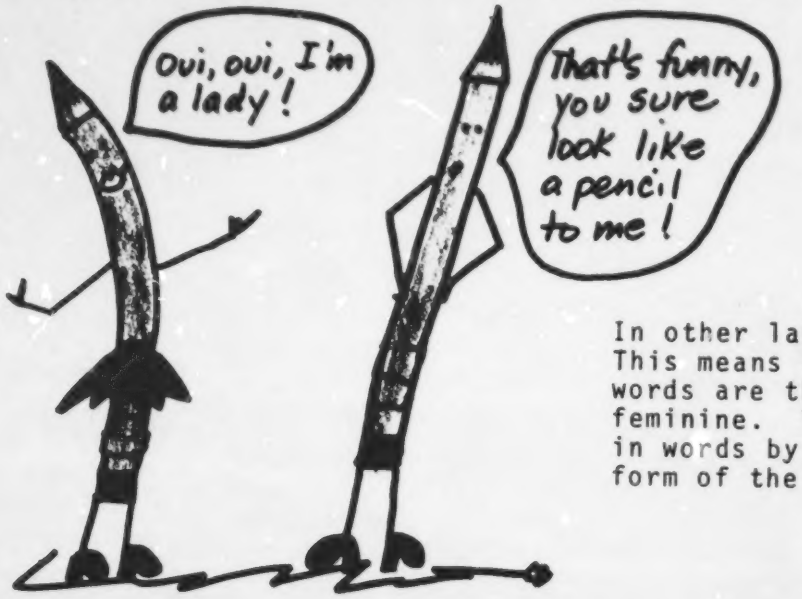
WHY? WHY? WHY?

Why are hurricanes named for women?

Why are countries referred to as she's?

Why are boats referred to as she's?

WHAT'S "THE" DIFFERENCE?



In other languages, words have genders. This means that for reasons of grammar, words are thought of as masculine or feminine. You can tell this difference in words by the masculine and feminine form of the word "The". For example:

In FRENCH, the word for the pen is la plume. The "la" or "the" shows the feminine gender. The word for the pencil is le crayon. The "le" or "the" shows the masculine gender.

In SPANISH, the word for the house is la casa. The "la" or "the" shows the feminine gender. The word for the telephone is el telefono. The "el" or "the" shows the masculine gender.

If we had genders for English words, what gender do you think they should be? Write F for feminine or M for masculine.

ENGLISH WORDS

the flower	_____	the clock	_____
the dog	_____	the typewriter	_____
the knife	_____	the telephone	_____
the butterfly	_____	the car	_____
the table	_____	the ocean	_____
the book	_____	the mountain	_____
the nose	_____	the television	_____
the shoe	_____	the gorilla	_____
the lip	_____	the swan	_____

Explain why you labeled the words as you did.

WHO'S WHICH?!?

Here are some common expressions used for men and women. Can you pick out who's who or which is which?

Write an M next to the words for men and a W next to the words for women.

bird	____	tomato	____
old lady	____	brother	____
dude	____	bag	____
chick	____	goon	____
boss	____	broad	____
hood	____	dog	____
doll	____	Pops	____
Big Boy	____	Daddy-o	____
cow	____	squaw	____
thug	____	Mac	____
cat	____	peach	____
babe	____	old man	____

How would you feel being called any of these words?

HOW WOULD YOU **CHANGE** THESE SEX-ORIENTED WORDS?

ex. mailman — mail carrier

workman _____

stewardess _____

waitress _____

policeman _____

Congressman _____

charwoman _____

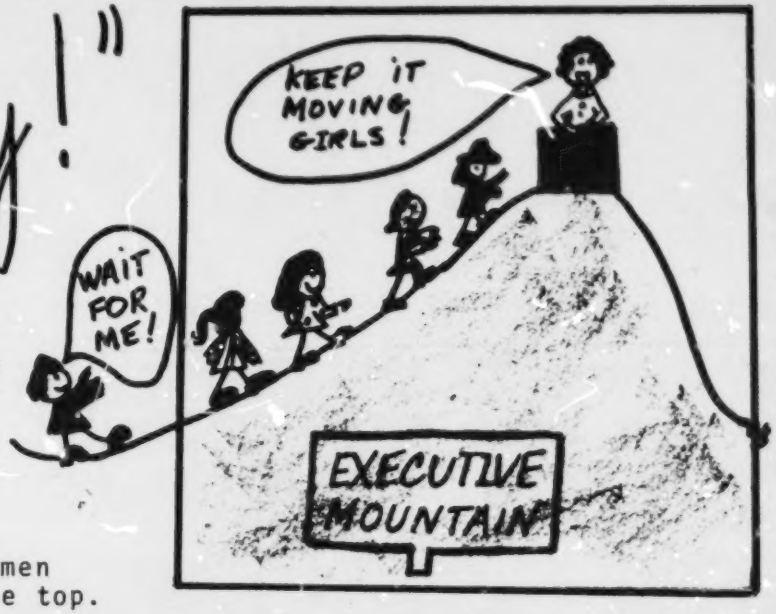
motorman _____

repair man _____

nursemaid _____

ANSWERS: worker; cabin attendant; server; cop; lawmaker; cleaner; train driver; repairer; baby nurse.

"YOU'VE COME A LONG WAY Baby!"



"Women aren't at the top because this is still a man's world" said a woman vice president of a large firm. Women make up about 35% of the average company's labor force, yet only 10% are in executive positions. These figures are changing as women steadily move up the rungs to the top.

It is not easy for women executives. They must overcome stiff male competition, as well as the attitudes men associate with women. Many employers think women can't handle responsibility, aren't aggressive, don't like to make decisions, and can't possibly combine marriage and executive careers, or relocate when necessary.

Previously, women had to sit by while less qualified males were promoted over them. In some cases, women were given a raise but not the job title. Often women were doing the same job as men without the title or pay.

Nevertheless women are rapidly gaining executive positions. There are many women vice presidents of large department stores and banks, directors for television programming and advertising companies and managers of large hotels and corporations. More women are knocking down the barriers to executive suites with their expertise and skills. In technological and scientific fields, this is especially true. Many female executives are ex-secretaries who started to rise when the boss needed someone to fill a responsible post.

It still isn't easy for them. They have to put up with being mistaken for a secretary or assistant as well as secretaries who don't want to work for them. Often a female executive is the only women at a board meeting with one hundred men.

A recent survey revealed 3 out of every 5 corporations plan to increase the number of female executives. Now women execs will have company at large Board meetings, as well as the key to executive washrooms which they won't have to clean.

WORDS YOU NEED AS YOU READ

rung
competition
associate
aggressive
executive
relocate
expertise
technological
survey

QUESTIONS FOR DISCUSSION

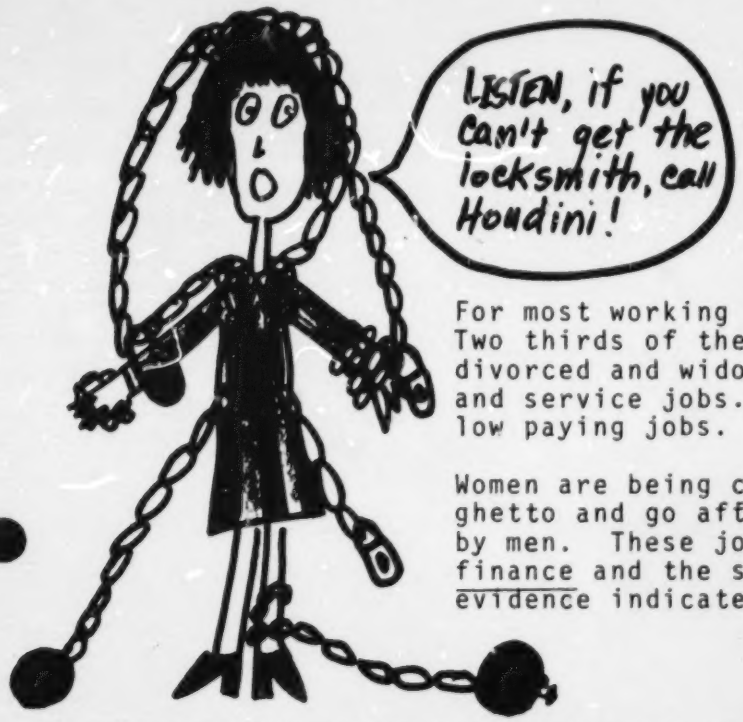
1. Why were women denied executive positions?
2. What do some men think about female employees?
3. Why do you think some female execs are unhappy?
4. How has the women's lib influenced the increase in the number of female executives?
5. What are some problems women executives might have to deal with?

THINGS TO DO

1. Check your newspapers and magazines for stories about female executives. Do a report for the class.
2. Interview a female executive if you or your parents know one.

GET OUT OF THE JOB GHETTO!

U.S. News and World Report, Jan. '74.



Women are still rushing out to work in droves but are meeting a great deal of dissatisfactions. Women are still being paid less than men and are locked into a job ghetto of mostly clerical, service or other dead end jobs.

For most working women, salary is very important. Two thirds of the female working force are single, divorced and widows. They are employed in clerical and service jobs. Two thirds of all women work in low paying jobs.

Women are being counseled to leave the female job ghetto and go after jobs which generally were held by men. These jobs include law, engineering, finance and the sciences. In these and other areas evidence indicates good jobs are awaiting women.

Women are moving into other job areas and making substantial gains. These jobs include teachers in colleges and universities, accountants, news-gatherers and health technicians. Many other women are seeking jobs as cab drivers, construction workers, bartenders, plumbers and repairwomen. 40% of the jobs in New York City are held by women. More wives in their 20's and early 30's are in the labor force. As soon as children are born, women are arranging for day care and returning to work. An increase in white collar jobs, declining birth rate and inflation are other reasons for so many women holding jobs.

The job picture for women will change drastically when there is full equality for women in the labor force and when they are counseled about and prepared for the fields which need jobs. This means more women will need college degrees and training. Another change will be in the young women themselves, entering the job market. They are not willing to accept "women's jobs." They have become militant in trying to break away from the stereotyped jobs. The federal civil rights act in 1964 is helping to open up more jobs for women.

One thing is really clear..."our society has just discovered women, as far as job capacity is concerned."

WORDS YOU NEED AS YOU READ

dissatisfy
counsel
engineering
finance
substantial
technician
decline
drastic

QUESTIONS FOR DISCUSSION

1. Why are many women in lower-paying jobs?
2. Where are the most opportunities available for women?
3. Why do many women choose to work rather than stay home?
4. What does the word "ghetto" mean in this story?

WHATEVER THE JOB, WOMEN EARN LESS THAN MEN

Median earnings per year, full-time workers

Occupation	Women	Men
Professional, technical	$8,744	$13,542
Managers, administrators	$7,024	$13,486
Clerical workers	$6,054	$9,716
Sales workers	$4,445	$11,610
Craftsmen	$5,545	$10,413
Factory workers	$5,004	$8,747
Service workers	$4,483	$7,630
Laborers	$4,633	$7,477

Source: U.S. Dept. of Commerce

U. S. NEWS & WORLD REPORT, Oct. 8, 1973

"PAY GAP" BETWEEN MEN AND WOMEN GETS WIDER

Median earnings per year, full-time workers

	Women	Men
1957	$3,008	$4,713
1958	$3,102	$4,927
1959	$3,193	$5,209
1960	$3,293	$5,417
1961	$3,351	$5,644
1962	$3,446	$5,794
1963	$3,561	$5,978
1964	$3,690	$6,195
1965	$3,823	$6,375
1966	$3,973	$6,848
1967	$4,150	$7,182
1968	$4,457	$7,664
1969	$4,977	$8,227
1970	$5,323	$8,966
1971	$5,593	$9,399
1972	$5,903	$10,202

For every dollar a male worker earns, a working woman on the average earns only 58 cents—down from 64 cents in 1957.

Source: U.S. Dept. of Commerce

HOW WOMEN FARE IN EDUCATION

In the academic world, the percentage of women participants declines at each successive level of advancement—

	Per cent of all people in group
WOMEN HIGH-SCHOOL GRADUATES	50.4%
WOMEN RECEIVING BACHELORS' DEGREES	43.1%
WOMEN WITH GRADUATE DEGREES	36.5%
WOMEN FACULTY MEMBERS	24.0%
WOMEN FULL PROFESSORS	8.6%

Source: Carnegie Commission

WOMEN HOLD MOST OF THE LOWER-PAYING JOBS

Of All People Employed as—	Women Account for This Percentage
Private household workers	98%
Clerical workers	76%
Service workers	63%
Professional, technical workers	39%
Factory workers	39%
Managers, proprietors	18%
Craftsmen, foremen	4%

Source: U.S. Dept. of Labor

WHERE WOMEN STAND IN THE PROFESSIONS

Women hold 40 per cent of all professional and technical jobs in the U.S.—but the extent of their participation in specific occupations ranges far above and below that figure.

Heavy Participation

	Proportion of all workers who are women
Registered Nurses	97%
Dietitians	92%
Elementary teachers	84%
Librarians	82%
Dancers	81%
Health technicians	70%
Therapists	64%
Social workers	63%
Religious workers	56%

Light Participation

	Proportion of all workers who are women
Engineers	2%
Clergy	3%
Architects	4%
Lawyers, judges	5%
Draftsmen	8%
Physicians	9%
Pharmacists	12%
Scientific technicians	13%
Life and physical scientists	14%
Photographers	14%

Source: U.S. Dept. of Commerce, Council of Economic Advisers

Are the Doors Opening for Women and Minorities?

As women and minorities move on to the job scene, they are showing up on the union scene. There was a time when a union member was a white male with a blue collar. Now that one out of every five union members is a woman, some of them are raising questions such as:

"Why are all 39 members of the AFL-CIO Council men?"
"Why are there only about 35 women who hold top union offices?"

One important union, the Machinists, is trying to find women in its ranks to run for office so that they can gain experience in union affairs.

Women, along with Blacks and other minorities, are found mainly in the "white collar" fields, where unions of service workers or public employees have been organized. In fact, Blacks working in white collar jobs are more into unions than any other group in these jobs. On the other hand, Black membership in some blue collar fields, such as construction, is below average.

There have been pickets on construction jobs carrying signs declaring "If Blacks don't work, nobody works." Some craft unions have been ordered by the courts to take in minority youths as apprentices. As a result, the number of minority group members working in the field has been increasing slowly.

QUESTIONS FOR DISCUSSION

1. How would you explain the old fashioned attitudes of unions toward women and members of minority groups?
2. Why do you think these attitudes are changing today?

WORDS YOU NEED AS YOU READ

Council
apprentices

What is a "man's job"?

What do you think about women taking such jobs as coal miners, firemen, etc.?

Let's get some more information on this subject. O.K.?

MEN, MOVE OVER, YOU CAN BE REPLACED BY A WOMAN!

based on excerpts from articles in the:

N.Y. News, Sept. 23, 1973.
N.Y. Times, May 19, 1974 and other articles from the N.Y. Times dated: Mar. 7, 1974; Oct. 7, 1973; Aug. 12, 1973; Aug. 5, 1973; July 30, 1973; June 29, 1973; Feb. 12, 1973; Feb. 5, 1973; Oct. 31, 1970.
Wall Street Journal, June 15, 1973.

It's 5 A.M. on U.S. Highway 17 and the lone car on this two-lane road has the truck behind it slowed to a crawl. So the truck driver shifts into high and in one fast motion, swings the 32,500 pound rig around the car. The truck, the car, the driver's lipstick all come through the move unruffled. Lipstick???

This is no surprise to those who know about the growing number of female truck drivers on the road today. "I can do anything with a truck that a man can do" proclaims Jean Sawyer of Charleston, South Carolina.

Other work that has been <u>traditionally</u> male has been laboring in construction jobs. This was always work where the sight of women often resulted in wolf whistles. Men in the building trades are still turning their heads when women walk by but some of the women are now wearing hard hats and blue jeans and are working on the construction site.

The six women helping to remodel dormitories at the University of Richmond are proving to the world that they can work as well as men -- the duties are equal, hours and pay are equal and on this construction site, there is no difference between men and women.

Another area that has been opened up by women is the auction world. Women auctioneers were unheard of before World War II, and it wasn't until about 1963 that the auction field began to attract a good number of distaff gavel swingers. In answer to some adverse criticism, Mrs. Dorothy Knapp said, "They always think that the successful female is the exception. We are not exceptions. Many of us are better at the job than men are."

Leslie Arf is a chef at the Waldorf. So what else is new? Well this Leslie happens to be a woman -- the first female chef in the hotel's elegant 42-year history. That's new. "It's absurd that there aren't more women chefs" said Mrs. Arf. "It always seems strange to me that women are at home cooking and they don't get paid."

There are many other "men's jobs" being taken over by women. Barbara Jenkins and Brenda Arnold are two of many female trainees in a job training program at a sewage treatment plant. There are now 30 women inspectors working for the United States Food and Drug Administration. An increasing number of women are now driving cabs. In New York City 6% of all taxi drivers are women. The latest addition to the Stan Kenton jazz band is tenor saxophonist Mary Fetig. She is the only woman member of a big name jazz band today.

Women police officers are patrolling on foot in four boroughs and the experiment is so successful the Police Department has decided to assign more women to pounding a beat. They will also be assigned to traffic duty in the future. Also for the first time, women have been appointed as state troopers in New York State. Finally, one of Wall Street's last remaining all-male professions has been invaded by a woman. The National Stock Exchange has granted approval to Mrs. Jean Dunne to become a stock specialist.

Even in Russia, women are assuming careers in "men's jobs". Maria Maksherjeva has been appointed director of a fish processing plant with 4,500 workers under her command. Under consideration for the future are thoughts on hiring women in the fire department and the possibilities of women as coal miners.

Can you think of any jobs you know of where women are working in "men's jobs?"

WORDS YOU NEED AS YOU READ

traditionally
distaff
gavel
adverse
absurd
sewage

BRAIN BUSTERS

1. How do you feel about women in "men's jobs"?
2. What problems do you think women come up against when they take a job that has been traditionally male?
3. Are there "women's jobs" that you feel men should be able to get?
4. Do you feel that women are losing anything by invading the men's world of work?

THINGS TO DO

1. Do some research and find out exactly what the law is concerning sex of a person and employment.
2. Watch the newspapers and magazines for articles on women in "men's jobs".
3. Bring in the want ads to school and go through the listings to see if men and women are really qualified for all jobs listed.

WOULD YOU BELIEVE - MEN'S LIB?

adapted from an article in the Sunday News, July 14, 1974.

It isn't making the headlines the way Women's Lib does but in a quiet way men are finding places for themselves in areas long thought of as strictly for women.

In May the League of Women Voters changed its 54-year old rule which did not permit males to join. In Omaha, newsman Peter Sitreen was invited to the finals of the annual Pillsbury baking contest after writing some articles pointing out that men never win the big prizes. The New York State Senate voted to allow needy men to sue for alimony in divorce cases. And a number of men now earn their living doing "women's work". Here are four cases for Men's Lib.

When James Douglas went to the New York Telephone Company he was looking for a job hooking up telephone lines. What a shock when he was offered the job of telephone operator. "At first I figured they were kidding - but that was the only job open and I took it." A year and a half later Jim is taking about 500 calls a day in an office of 130 information operators, of which 6 are men.

Paul Stack is a secretary in a law firm. He learned typing in high school and taught himself shorthand from a book, but getting a secretarial job was not easy. Most firms wanted only female secretaries. When Paul finally did land this job, many changes had to be made. It took the lawyers a while to understand that he wasn't going to "keep house" for them the way many female secretaries do. His only problem is with visiting lawyers from other firms. "Some of them are real chauvinists. They'll be talking to my boss and refer to me by saying - Have your GIRL do it."

Bob Callahan is a steward with Eastern Airlines. He answered an ad in the Daily News for stewardesses and stewards and went to training school in Miami. In the time he has been working, he sees a change in people's attitudes to stewards. Stewards can come in handy with small mechanical problems in the back of the plane and lifting heavy things. Bob says that after a few minutes of suspicion most men don't object to him. If he has a problem with a man, he calls over one of the stewardesses to turn on the charm. And when the girls have trouble with a man, they call Bob. Bob never has any trouble with the female passengers, many of whom ask that he serve them.

Walter Russell has been a registered nurse for three years. When he was 18 he took a job as an orderly at St. Lukes Hospital. During the next 10 years he made beds and fixed meal trays and helping unofficially with some nursing chores. Finally he decided to go to Bronx Community College and take the courses necessary to become a nurse. Walter gets along with most people with a few exceptions. "Some female nurses resent me. And some of the older doctors resent me because I am not willing to do things without being told why." Walter makes it clear to patients that he is their nurse, otherwise they will think he is a doctor.

The men in "women's jobs" believe that in a quiet way they are pioneers. Most of the job openings came about because of the pressure and publicity of the women's movement. It brought about liberation, not just for females, but for males too.

BRAIN BUSTERS

1. Do you feel men should be taking "women's jobs"?
2. What are some of the drawbacks of men working in "women's jobs"?
3. What other jobs can you think of that are considered "women's jobs" that could be done by men?
4. If you were a boss, would you hire a male secretary? Why?

THINGS TO DO

1. Write to the League of Women Voters to find out what kinds of activities they do.
2. Call the telephone company and ask them if one of their male operators can come and talk to the class.
3. Look around the neighborhood to see if you can find any men doing "women's jobs" and report back to the class.

WORDS YOU NEED AS YOU READ

alimony
chauvinists
steward
mechanical
suspicion
unofficially
pioneers

WHAT'S YOUR OPINION?

Can you rate these jobs? Should they be for men, women, or both? See how your opinion compares with your classmates'.

Place a check in the column of your choice. Add some more job choices that you think of yourselves.

JOB	MEN	WOMEN	BOTH
Nurse			
Bus driver			
Telephone repair worker			
Secretary			
Detective			
Bricklayer			
Telephone operator			
Airline pilot			
Sanitation worker			
Porter			
Domestic worker			
Receptionist			
Night watchman			
House painter			
Welder			
Cab driver			
Plumber			
Architect			
Engineer			

Crimes against women, especially single women, are on the increase in urban areas. How do women cope with this? What safety precautions do they use?

For many women, the first precaution is a safe home. For single women living alone, this is very important, since they have no one with them to help out or give an alarm. Many single women find the answer is a roommate, or a building in a safe neighborhood with a doorman, elevator operator and closed-circuit television to scan visitors. In addition, some single women keep a bat or similar item in their home for self-defense in an emergency.

Out on the street, women use other precautions. They usually travel on well-lighted streets and avoid empty subway cars when they can. Many women carry loud whistles, sprays or long hatpins in their purses. Some women have also taken up Karate to defend themselves from attack.

Other precautions women can use are:

1. Use apartment door peepholes before answering the doorbell.
2. Never carry credit cards unless you are going shopping.
3. Never invite strangers to your home.
4. Have an unlisted telephone number.
5. Take a fixed route home on busy and well-lit streets.
6. Leave lights on when you are going out in the evening.

WORDS YOU NEED AS YOU READ

urban
cope
precautions
closed-circuit
scan
illegal
route

QUESTIONS FOR DISCUSSION

1. Why are crimes against women on the increase?

2. How are women protecting themselves against attacks?

3. Why is a married woman probably safer than a single woman?

THINGS TO DO

1. Interview your mother and other women you know. Find out how they feel about the crime situation and how they protect themselves.

2. Check the local papers for stories about crimes against women. Bring the articles into class and discuss them.

3. Make up your own precaution list for women.

   (1) _____

   (2) _____

   (3) _____

   (4) _____

   (5) _____

CRIME GETS TIME

adapted from an article in the N.Y. News, 6/19/75.

"Women in general are more aggressive and much more violent today" said a prison superintendent recently. Her comment is backed up by FBI records, which say women account for one out of every ten violent crimes.

Why has this change in women's crimes come about? Authorities cite different reasons such as women being more independent, and the changing roles of men and women in our society.

Today's violent female criminal is more likely to be acting on her own, where before she was usually the accomplice to a male. Women's crime rates are increasing in burglaries, purse snatchings, shoplifting, writing bad checks and jumping bail.

With the change in women's crime rate has come a change in the way the courts handle their cases. Before, when a women was arrested, it was thought of as a mistake or that she had been led astray by some man. In some cases, police didn't like to arrest women. Today that has changed. Women offenders are treated the same as men offenders. In some cases their sentences may even be longer.

QUESTIONS FOR DISCUSSION

1. Why has the female crime rate increased?
2. What does the word "sentence" mean in this story?
3. How do courts treat female offenders?
4. How has female crime changed?

WORDS YOU NEED AS YOU READ

violent accomplice bail
offender aggressive cite
outgrowth

DEBATE IT

"Women are more aggressive and violent today"...

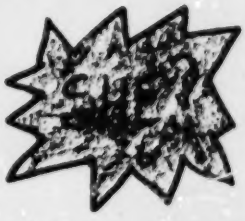
HENRY
and
HENRIETTA
ARE MARRIED.

WHO SHOULD DO WHAT?

(They both have jobs.)

Place a check in the appropriate column.

or



Do the ironing?	____	____
Pay the bills?	____	____
Wash the car?	____	____
Shop for clothes?	____	____
Do the cooking	____	____
Wash the dishes?	____	____
Go to the cleaners?	____	____
Do the wash?	____	____
Shop for food?	____	____
Do the sewing?	____	____
Decorate the house?	____	____
Take out the garbage?	____	____
Do the housecleaning?	____	____

Whatever happened to Father?

LOOK AT THE PICTURES ON THIS PAGE...

New York Times Magazine, 1974

1. Does either picture fit the way you think a father should be?

2. How much power do you think a father should have over the children?

3. If mother were sitting in the chair instead of father, how do you think she should be pictured?

MONEY, MONEY, MONEY!

Women have had money for a long time; that's not new. The news today is not in such numbers as the salaries working women bring home -- $116 billion. Nor the amount of insurance proceeds they receive -- $5 billion in death benefits last year. Or the amount of stock registered in their names -- $172 billion worth. Or the estimated $10 billion in mutual funds they own.

What's new is that Women's Lib has come to money. Women used to leave money decisions to a husband, or a lawyer, a banker or an accountant. Now women feel they have a right to have a voice in family financial decisions.

Proof of this new attitude is everywhere. Colleges are offering adult education courses for women in financial planning. More women are remaining single. The new single woman is not a spinster living a lonely life but is maintaining a high standard of living. Divorces have risen 85% since 1961. Women no longer remain married because they are financially dependent.

A study was done at the University of Oklahoma matching men against women in managing an investment portfolio. The women did far better than the men. The author of the study wrote, "It is possible the key to the female's success was her conservative investment behavior. Male subjects took greater risks than female subjects."

But there are still areas of finance where women have to fight. Richard Carroll found that out when he was refused a mortgage loan because his wife's salary didn't count. His complaint is among 100 on file at NOW charging sex discrimination by banks and other lending institutions.

In addition, many women are losing out in pension benefits because of the in-and-out pattern of their working lives. Laws should be changed so that part-time and part-year work result in proportional pension credit. And since women tend to outlive men, widows should be entitled to 50% of their husband's full pension.

BRAIN BUSTERS

1. What is meant by "Women's Lib has come to money"?
2. Do you feel women should have equal input into family decisions about money?
3. Can you think of any changes that might come about because more women are investing in the stock market?
4. Should women's salaries count for such things as mortgage loans, credit in banks and other places in money situations?
5. Do you feel that widows are entitled to at least a part of their husband's pensions?

THINGS TO DO

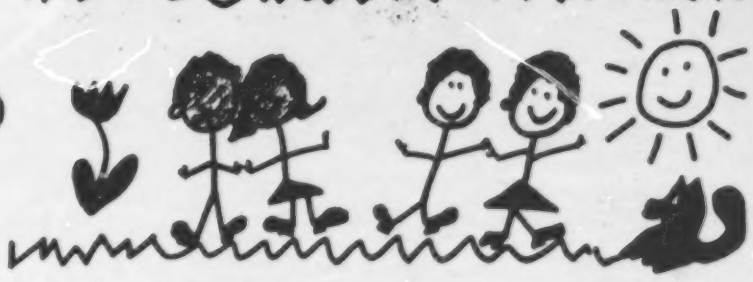
1. Write to NOW to find out what areas of finance discriminate against women.
2. Look in the newspapers and magazines for articles about women and money.
3. Have a debate in class -- Should men and women have equal rights in finances?

WORDS YOU NEED AS YOU READ

estimated
financial
spinster
dependent
investment portfolio
conservative
mortgage
pension
proportional

WAR or PEACE ?

37.



based on excerpts from article in New York Magazine, Oct. 30, 1972:

It's possible that the women's movement is being held back by women themselves! Their thoughts and feelings about men formed in childhood have produced hidden prejudices against them.

All teenage girls have been given "mad money" by their mothers when going on a date. This was to make certain the girls came home safely no matter what form of insanity the boy happened to evidence. After all, boys could drink too much and they couldn't care less about girls' reputations.

On to grownup men. Why do many women believe there are laws insisting on alimony and child support? Because men don't have an instinct to protect their young and given half a chance will run off and disappear, so they think. Everyone assumes a mother will not let her child starve, yet it is necessary to pass laws so that a father will not do so. This teaches women that men are less than decent, their characters are riddled with faults.

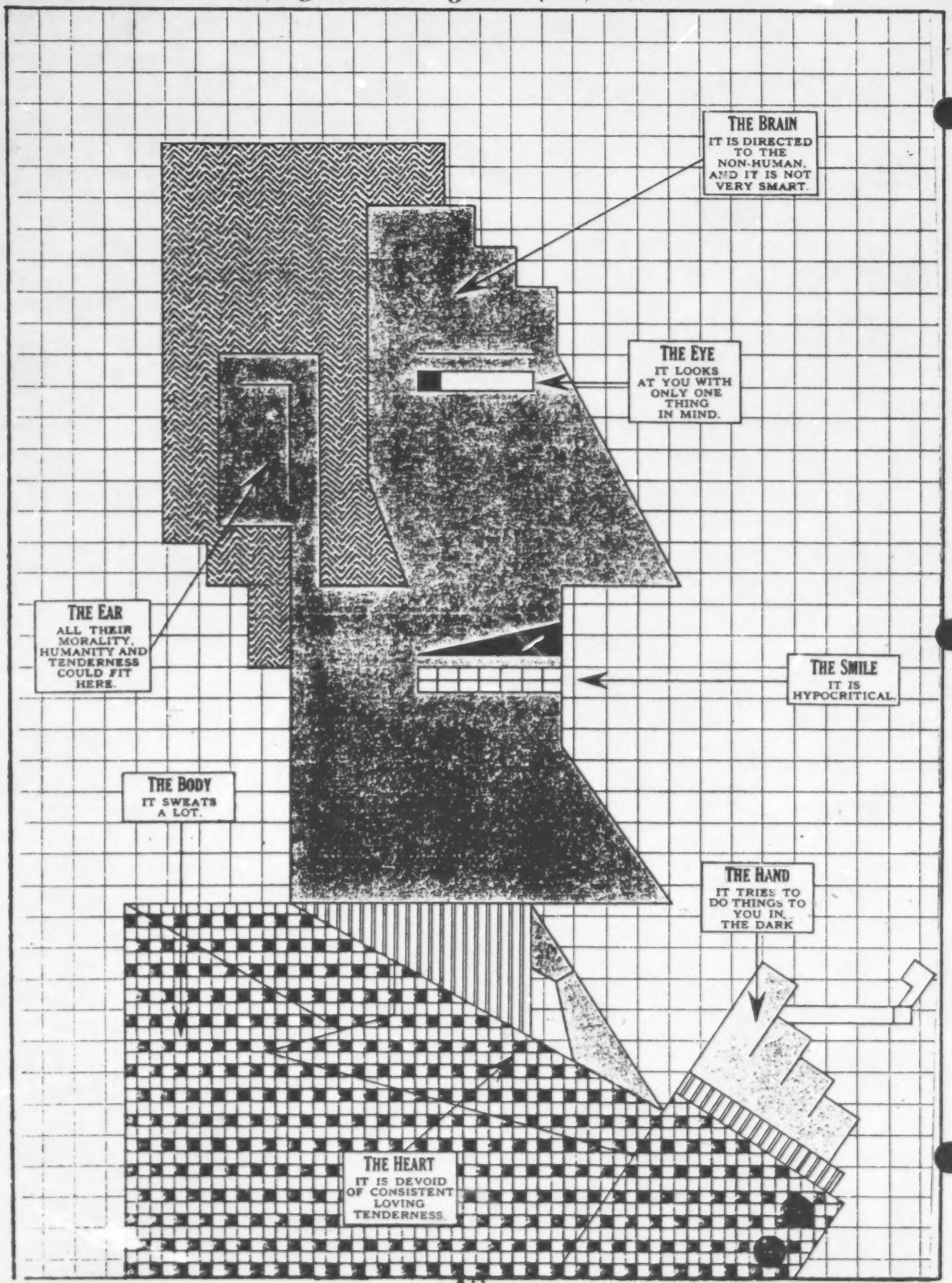
Many other little myths are encouraged...men are fickle and unkind, women shouldn't alarm men with displays of intelligence, just flatter them, men are less moral than women, women are more mature than men, if given power women would not create wars and on and on.

1. Do you think men usually try to take advantage of women? Or is it the other way around?

2. In the past, a young girl was expected to depend on her father; a married woman on her husband. How might this situation make women fear and dislike men?

3. Do you think the drawing on this page and the female diagram of the male fair or unfair? Give your reasons.

The Female Diagram of The Male.


THE BRAIN
IT IS DIRECTED TO THE NON-HUMAN, AND IT IS NOT VERY SMART.
THE EYE
IT LOOKS AT YOU WITH ONLY ONE THING IN MIND.
THE EAR
ALL THEIR MORALITY, HUMANITY AND TENDERNESS COULD FIT HERE.
THE SMILE
IT IS HYPOCRITICAL.
THE BODY
IT SWEATS A LOT.
THE HAND
IT TRIES TO DO THINGS TO YOU IN THE DARK
THE HEART
IT IS DEVOID OF CONSISTENT LOVING TENDERNESS.

How liberated do you really want to be?

How liberated do you really want your girlfriend to be?

adapted from a quiz in "Today's Health," Oct. 1972.

LET'S TAKE A QUIZ!

If you're a gal, rate yourself by taking this quiz. Circle the answer or answers you choose.

If you're a guy, circle the answer you would want your girlfriend to choose.

1. Would you be willing to go out in public on a hot summer day without:

   A. Wearing makeup
   B. Wearing stockings
   C. Wearing a bra

2. Your friend, a college graduate, female, marries a high-school drop-out. Would you feel:

   A. It will never work (she's married beneath her)
   B. It might work if she doesn't show off her education
   C. It can work well where the woman is more educated

3. How do you feel when you meet a highly successful woman doctor, lawyer or other professional female:

   A. Not interested or uneasy, feeling you have no way of "talking" to her
   B. Competitive or envious
   C. Proud, sisterly
   D. Embarrassed

4. You are engaged to be married. Would you expect:

   A. An engagement ring
   B. Put the money that would have been spent on a ring in a joint bank account
   C. Tell him you don't want any ring, even a wedding band. It would mean he's the boss.

5. You meet a boy. Would you be willing to suggest to him the two of you:

   A. Go out to a movie
   B. Kiss
   C. Go steady

6. When you are an adult, would you rather be called:

   A. One of the girls
   B. One of the ladies
   C. One of the women

7. You need a guidance counselor. Would you rather talk to:

   A. A good male counselor
   B. A good female counselor
   C. Either sex

8. Your girlfriend is asked to go out Saturday night with the most popular boy in school. She refuses because she's already made plans with another girl friend. What do you think about what she's done:

   A. She's playing hard to get
   B. She's refusing to act as a girl her age should and you're worried about her
   C. She's been taught that you don't drop one date for another even if the second offer is from a boy

9. When you get married, if you and your husband both work, should he ever:

   A. Cook dinner
   B. Sew a button on his shirt
   C. Clean the bathroom

10. Which of these activities would you join in on:

   A. Insisting on and getting equal pay for equal work
   B. Political rallies
   C. Day-care centers

SCORING

You are either not interested, involved or committed to being liberated. The following answers show which one you are . . .

ANSWERS -- HOW LIBERATED DO YOU WANT TO BE?

1. If you circled all, you are committed to Women's Lib. If you circled C, you are involved. If you circled none, you are not interested.

2. A - Not Interested
   B - Involved
   C - Committed

3. A - Not Interested
   B - Involved
   C - Committed

4. A - Not Interested
   B - Involved
   C - Committed

5. If you circled none, you are not interested. If you circled one, you are involved. All three means you are committed.

6. A - Not Interested
   B - Not Interested
   C - Involved or Committed

7. A - Not Interested
   B - Committed
   C - Involved

8. A or B - Not Interested
   C - Involved

9. None to one - Not Interested
   Two - Involved
   Three - Committed

10. None - Not Interested
    One or two - Involved
    Three - Committed

If your answers show five or more <u>not interesteds</u>, you are satisfied with the traditional role of women. If along with a few <u>not interesteds</u> you have the rest <u>involveds</u> and even one or two <u>committeds</u>, you are closer to being liberated than you may think. A majority of <u>committeds</u> leaves no doubt. You're a sister!

BELIEVE IT OR NOT!

U.S. NEWS & WORLD REPORT 3/26/73

Unisex toilets, women being drafted and legislative and court chaos are seen by some as possible effects if the Equal Rights Amendment is ratified.

The Equal Rights Amendment would give equality of rights under the law to women. It is the most controversial effort to change the constitution since 1920. What is it all about? How will the courts interpret? What changes will occur?

First of all, legal authorities feel that most states would have to change the marriage age for men and women. Women would probably be allowed to keep their own names when married. Alimony and support laws would be overturned. Alimony would only be ordered when needed. Also in a divorce action no parent could be given preference over the other parent in custody cases. Women could even choose where they want to live even if it's away from their husbands.

In the area of military service, women would be subject to the same military requirements as men. In some cases this could even mean combat duty for women just as it does for men. Married women in the armed services would receive the same fringe benefits as males. Presently women do not have these benefits.

One thing the ERA will do in a big way is open up more areas of work for women. Equal pay and promotion would be expected for the 33 million women in the labor force. Women employees would also lose special protections they now have in certain jobs. Retirement pay would be equalized for both sexes.

Another area which would broaden the horizons for women under this amendment would be in education. Tax supported schools could not sell higher admission standards for women. Women would be allowed to enroll in trade and technical schools and study mechanics, carpentry and other skills. Finally, sports competition would be open to anyone who is physically qualified, regardless of sex.

America has begun its march to sexual equality.

E. R. A.

Section 1	Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.
Section 2	The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.
Section 3	The Amendment shall take effect two years after the date of ratification.

QUESTIONS FOR DISCUSSION

1. Should men take women's names in marriage?
2. Should women pay alimony and support?
3. Who should get custody of children after divorce?
4. Should a man move if his wife's job takes her to another town?
5. Should women be drafted? Should they go on combat duty?
6. Should men be secretaries? Nurses? Housekeepers?
7. Should sports teams be of mixed sexes?

THINGS TO DO

Ask a legislator how your state voted or will vote on the Equal Rights Amendment? The Amendment has caused many debates in state legislatures. Why don't you debate it too?

WORDS YOU NEED AS YOU READ

controversial
unisex
interpret
custody
military
horizons
amendment
technical

Women's Rights:

The New York Times/Aug. 24, 1974

The Equal Rights Amendment is in a race against time. ERA, as it is called, says you cannot "deny equality of rights... on account of sex".

New York was one of the first states to ratify ERA in 1972. By the fall of 1974 thirty-three states did the same. But things have slowed down...and many states have voted against it.

Many are for ERA but many are against it, women as well as men. They are afraid women will lose some special rights such as protection from dangerous jobs, alimony, maternity leaves and freedom from the draft. Some call it the Equal Responsibilities Act and others say it's against Motherhood and the Family. What do <u>you</u> think? How would <u>you</u> vote?

To become a part of the U.S. Constitution, 38 states must vote for ERA before March 22, 1979. Look at the map above and try to find out which states voted yes, and which ones might vote yes in the future.

Big question: will enough states vote for ERA so that it will become the 27th Amendment?

ARE THERE EQUAL RIGHTS FOR MEN?

THE WOMEN'S MOVEMENT IS GOING GREAT. WOMEN ARE NOW IN THE POLICE DEPARTMENT.
1-22
WOMEN ARE BRICKLAYERS, PLUMBERS, WELDERS, JOCKEYS
AND I HEAR MEN ARE BECOMING STEWARDS ON JET AIRLINERS.
HOW DARE THEY WORM THEIR WAY INTO WOMEN'S WORK?!
"LOLLY" DAILY NEWS 1-22-73

What do these cartoons tell you about you...

Do you think one of them is funnier than the other?

In which one is the joke mostly on women?
In which one is the joke mostly on men?

Do you think there is room for joking or...
is the battle between the sexes too serious?

ARE THERE EQUAL RIGHTS FOR WOMEN?

LOLLY
WOMEN AREN'T HELPLESS, YOU KNOW. I CAN LIGHT MY OWN CIGARETTE!
YOU DON'T WANT A MAN TO LIGHT YOUR CIGARETTE OR OPEN DOORS FOR YOU OR HELP YOU ON WITH YOUR COAT.
8/24
I GUESS YOU DON'T WANT A MAN HELPING YOU WITH ANY-THING.
TRY HOUSEWORK.

Daily News 8/24/74

"All IN TOGETHER GIRLS!"

Women, especially in the United States, have always liked to get together. Here are some long-time associations and clubs still going strong:

Daughters of the American Revolution 1776 D Street, N.W. Washington, D. C.	202/628-4980
National Council of Women of the U.S. 345 E. 46 Street, New York, NY	697-1278
National Council of Negro Women 815 2nd Avenue, New York, NY	687-5870
League of Women Voters 817 Broadway, New York, NY	677-5050 687-3347
Young Womens Christian Association 600 Lexington Avenue, New York, NY (This one has 8,000 locations in the US)	753-4700

There are also some new publications on the market which are dealing with issues other than housekeeping, fashion and "how to get a man":

Ms. Magazine 370 Lexington Avenue, New York, NY	725-2666
Essence 300 E. 42nd Street, New York, NY	687-2100
Majority Report 74 Grove Street, New York, NY	929-9862

And two leadership organizations that are growing:

NOW (National Organization of Women) 641 Lexington Avenue, New York, NY	755-4587
Women's Action Alliance 370 Lexington Avenue, New York, NY	685-0800

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This index comes from the Women's Action Alliance directory. This directory can be ordered for 75¢. Also a reading list (24pp) for 75¢.

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OBJECTIVES

I. The Way It Was -- The Way It Is

1. To examine social and economic distinctions between men and women.
2. To observe the varying roles women play in their communities.
3. To examine books, movies, advertising, and all media to learn how women have been, and are being, portrayed.
4. To contrast present trends in American society with traditional practices in the U. S. and other countries.

II. Women and Words

1. To recognize the way language mirrors a social system and social status.
2. To understand the differing functions of gender in different languages.
3. To discover how sex differences pervade our thinking even in relation to terminology of objects and abstractions.

III. Women and Jobs

1. To attain a broad view of the rapidly changing job scene for women.
2. To become aware of job disabilities for women with respect to wages and promotions, as well as high-level opportunities.
3. To examine "breakthrough" areas where women have penetrated categories of jobs formerly considered men's work.
4. To recognize that employment changes are moving in two directions, with men entering categories formerly considered women's work.

IV. Women and Crime

1. To understand that women have become both victims and perpetrators of crime in far greater numbers concurrently with their greater personal independence.
2. To evaluate ways in which women can deal with crime

V. Women and Men

1. To recognize that as women's roles as wives and mothers have changed, there have been equally pervasive changes in men as husbands and fathers.

2. To understand that women and men are often treated differently by authorities when it comes to financial decisions.

3. To become aware of the connections between social inequality and some of the hostilities between men and women.

4. To examine and question the characteristics of the "liberated" woman and the "liberated" man.

5. To become familiar with the progress of the Equal Rights Amendment and what the consequences would be if it is ratified.

IDEAS, CONCEPTS AND INFORMATION THAT CAN BE DEVELOPED WITH THIS BOOKLET

1. Society is dynamic. Roles of individuals and groups constantly change.

2. Effective organization is the key to hastening changes in a desired direction.

3. The economy with its modern technology has been a catalyst of change in the roles of women.

4. Inequalities between groups breed social conflict and stress.

5. Some women's groups are striving to alter the position of women in our society through political and social processes.

6. All aspects of living -- language, food, employment, dress, marriage, recreation, art, literature -- mirror the social status of any group such as women.

7. As women's role in society changes, the rights and privileges of men are being altered.

8. The traditional family structure has been deeply affected by the changing role of women. These changes include parent-child relations as well as husband-wife relations.

9. Attitudes of individual men and women toward each other have been conditioned by group stereotypes of men and women.

10. Many options other than child-rearing are open to women of today as a result of modern medical science and the modern economy.

11. Society casts members of a group or class in certain social roles. Conditioning of the individual for his or her role begins in infancy.

12. Conflict often develops between women's new social and occupational opportunities and the concept of what is appropriate feminine behavior.

13. Personal behavior which is prohibited or frowned upon in a given time or place can become acceptable under different circumstances.

SUGGESTED SUBJECT AND COURSE AREAS WHERE THESE MATERIALS CAN BE USED

Any use of this booklet can be coupled with two publications:

* The curriculum resource bulletin Women Studies (including Herstory - Changing Roles of American Women) is available through the Bureau of Social Studies, 131 Livingston Street, Brooklyn, N. Y.

* A second resource unit The Changing Roles of Women and Men can be obtained from Community School Board 10, P.S. 95, 3961 Hillman Avenue, Bronx, N. Y. 10463

SOCIAL STUDIES

* In a Problems of Democracy or Sociology elective the booklet can be used with a unit on the changing role of women in America.

* in American History the booklet has several applications: in relation to women's role in the political system; in discussion of the Age of Jackson, contrasting the women's movements then and now; in discussing World Wars I and II and their effects on women's roles; in discussing the important role played by many women, North and South, in the anti-slavery movement; in discussing the amending process, using the voting rights and equal rights amendments as examples.

* In World Studies, the section Women and Jobs applies to the industrial revolution.

* In any urban studies program students can discuss how women play an economic role in an urban center.

* In any third world elective students can compare the status of women in the emerging nations with women in an industrial society.

* In studies of the Soviet bloc or China, liberation Communist-style can be compared with liberation western-style.

* In any ethnic studies elective students can contrast the role of women in that society with that of America at large.

LANGUAGE ARTS

* In any course dealing with women in literature or women as writers, students can compare how women are portrayed by male authors (examples: Hawthorne, Maugham, Shaw, Rollvag) and female authors

(examples: Cather, Jackson, Bronte sisters, Luce). Or, comparisons can be made between famous women characters in literature: (Jane Eyre, Juliet, Nora, Hester Prynne, Madam Bovary) or even comic strip characters (Little Orphan Annie, Blondie and Winnie Winkle). A third possibility is analysis of actresses who have been "typed" in certain roles: Mae West, Bette Davis, Jane Fonda, Marilyn Monroe, Lucille Ball, Barbra Streisand, Liza Minelli, Raquel Welch, Helen Hayes, Doris Day, etc.

* In biographical accounts of unique women in history or the arts: Isadora Duncan, Edna St. Vincent Millay, Elizabeth I, Catherine of Russia, Marie Curie, Dorothea Dix, etc.

FOREIGN LANGUAGES

* Any segment can be used to compare the life of women in a foreign country with women in America; particularly with portrayals of women in French, Spanish, Italian, German literature.

* The section Women and Words can illuminate use of gender in foreign languages.

HOME ECONOMICS

* Family Living courses can use the entire unit on Women and Men.

PHYSICAL EDUCATION

* How women fit into the sports scene; the new heroines and adult models for young girls.

BUSINESS EDUCATION

* Materials can be used on new opportunities for women in the world of business.

ART

* The booklet can be a springboard for a survey of stereotypes of women in commercial art and advertising; how women have been pictured in different eras (i.e., medieval times versus Renaissance or Impressionism). Alternatively, the work of prominent women artists such as Georgia O'Keefe or Louise Nevelson can be examined.

WHAT STUDENTS SHOULD BE ABLE TO DO

Depending on grade level and capacities, students should be able to perform the following tasks: (Starred items are easier ones.)

* 1. List a number of tasks and jobs in our economy that were not open to women until very recent times.

* 2. Specify ways in which students own attitudes and beliefs have been altered, through use of a "before" and "after" questionnaire and/or essay.

* 3. Identify and describe the roles of individual women who have made a mark in politics, business, sports, the arts, in areas formerly considered the preserve of men, (i.e. motion picture director, symphony conductor, corporate executive, professional athlete, legislator, etc.)

4. Present arguments and supporting evidence pro and con on important issues such as: The Equal Rights Amendment; affirmative action programs on hiring; role of parents in the family; marriage and divorce laws.

5. List and describe at least five ways in which the roles of mothers and fathers have been changing in recent years.

* 6. Describe important changes in clothing styles in the last decade which reflect the new status of women.

* 7. Role play "then and now" situations, (25 years ago and today) dealing with the following family circumstances:

a) mother comes home and announces she has a job.

b) father comes home, finds a note saying "warm up TV dinner in the freezer."

c) daughter comes home with a new bikini

d) son's girlfriend offers to go "dutch" with him to the movies

e) daughter gets first job, announces she is getting own apartment.

* 8. Elaborate on at least two careers that a male or female student might be interested in; careers which were formerly stereotyped as the property of the opposite sex (i.e., nurse, football coach, secretary, truck driver, telephone operator, umpire, news editor, etc.)

9. Define terms commonly used in relation to the issues discussed in the booklet, i.e.: stereotype, cliche, discrimination, alimony, sexist, militant, recognition, liberation, spinster, unisex.

10. Depending on achievement levels, be able to explain the significance of some phrases describing the status of men and women, such as: Equal pay for equal work, ballot box power, the weaker sex, the female of the species is deadlier than the male, the gentler sex, the hand that rocks the cradle rules the world.

11. Construct questionnaires and survey forms for testing people's attitudes as to women's role in our society.

* 12. Using the library, collect additional information about the women's movement, or about individual women of distinction.

* 13. Make up a scrapbook of clippings which parallel the material in the booklet; write a short paragraph explaining the appropriateness of the clippings.

14. Explain the connection between each of the following events or trends and the changing status of women:

* a) The national divorce rate has been rising rapidly to 3 our of 10 marriages; as is the number of single women women who have never married (more than one out of five).

b) Although the number of women of child-bearing age is at a record high, the number of births has been declining steadily since 1966.

* c) The death rate of lung cancer among women has more than doubled in recent years.

d) TV dinners, convenience foods, snack foods, fast food chains are the fastest-growing segments of the food business.

e) Marriage counseling has become a very important segment of the psychology and social work field.

* f) The number of one-parent families is increasing rapidly.

* g) Day care centers for young children are unable to keep up with the demand for their services.

* h) It is extremely rare to see a man give up his seat in the subway to a woman of any age.

i) Alcoholism among women has been growing much faster than alcholism among men.

j) Apartment developers are constructing more one and two room units than ever before.

k) More facilities are being advertised for singles, such as: vacation trips, housing, clubs.

* l) Dolls for boys are the biggest item in the toy business: (GI Joe, Superman, Boy Scout)

* m) Karate and judo courses for women are widely advertised in New York

1. Conduct Surveys:

   a) How do the attitudes of your parents' generation compare to the attitudes of your peers with respect to: women as workers; women in the family; women in politics; dutch treating, etc.

   b) What images of women do we get from the media? (Television, magazines, radio, newspapers.) Are women presented as individuals or stereotypes?

   c) What percentages of women hold jobs in various categories in the school, in the neighborhood?

2. Do Research:

   a) What are the provisions of state law dealing with: marriage and divorce; restrictions and protections on the job, property sharing; child custody?

   b) What differences are there in tax laws with respect to marrieds and singles?

   c) What are the programs of three important women's organizations?

   d) What differences can you find among magazines that appeal to a female audience? (Examples: Family Circle, Cosmopolitan, Ms.)

   e) How does the State Commission Against Discrimination handle complaints about discrimination against women?

   f) What is the Equal Rights Amendment all about?

   g) How are women treated in other countries such as: (pick a country) compared to the U.S.?

3. Act Out A Playlet:

   a) Parents discussing how household tasks should be divided;

   b) Working mother making arrangements for care of young children;

   c) Women applying for a job normally considered man's work: i.e., construction, truck driver, office executive, football coach, shoe salesman, police officer, auto mechanic;

d) Housewife tells husband she wants to go out and get a job.

e) Parents buying toys for children: what's appropriate for son? daughter?

f) Father comes to school and finds son baking a cake, daughter assembling a radio kit. Discussion between father and teacher.

g) Grade advisor and girl having discussion about what electives to take, wood shop or sewing.

DID YOU KNOW? There are materials available from OPEN DOORS which you can use with your students in conjunction with this guide, to explore the world of work?

Titles produced thus far include:

Urban Issues
Who's Talking? Who's Listening?
Energy & Ecology (spirit masters)
Youth and the Law
Where It's At In Health Care
Rx Health Care: Sick or Well?
Who's Cooking, What's Cooking our Food?
Housing is Everyone's Problem
Insurance: What's It To You?
Who Needs Insurance?
Sports in Your Life
Gambling: What Are The Stakes?
Youth and Work
Banking in Your Life
Will the City Survive?
Finance City
White Collar Explosion and Service Economy
New York: 24 Hour Government
New York: Neighborhood Town
Transportation
Communications Explosion
The Business of Leisure
Manufacture: Accent on Fashion

Teachers interested in using these booklets should contact OPEN DOORS. Copies of some titles are in short supply, but can be reprinted if the demand warrants.

Also available are guides for classroom teachers to business and community resources. These include:

City-wide OPEN DOORS Guide, Fall 1973
Bronx OPEN DOORS Guide, 1974-75
Brooklyn OPEN DOORS Guide, 1975
Queens OPEN DOORS Guide, 1974-75
Staten Island OPEN DOORS Guide, 1974-75